**Online Literature Circles**

Exploring Strong Protagonists

“Literature study circles confirm that reading is a social activity. In literature study circles, students expand their perspectives through conversation and debate.”\*

1) High Priority Standards:

-Reading and learning about the human experience

-Asking probing questions

2) Graphic Organizer

-2 Lists (1 for concepts and 1 for skills)

3) Essential Questions

-How does the protagonist overcome adversity?

-Why is the protagonist faced with a problem/How did the prtgnt come to the problem?

-What makes the protagonist admirable?

-How do I read within a group?

-What can I learn from my group?

4) End of the Unit Assessment

-(What is the final outcome?--? Their online journal)

-Create a representation of the protagonist’s journey (Like I did for Zora Neale Hurston-Janie) (Video, video game, song, pictures, non-linguistic representation

-Evaluate their discussions on blog

-Rubric for Online Discussion/posting

5) Pre-Assessment

-Either aligned (same content, less questions) or mirrored (exact number and type of questions as post-assessment)

-What assumptions do the students have about protagonists? (General Anticipation Guide)

6) Vocabulary Terms, Interdisciplinary Connections, 21st Century Learning Skills

-Vocabulary Terms: Protagonist, Antagonist

-Interdisciplinary Connections: People in history (Rosa Parks, MLK Jr., etc.)

-21st Century Learning Skills (ISTE)

1. b: Creativity and Innovation. Students create original works as means of personal or group expression.

2.Communication and Collaboration.

7) Engaging Learning Experiences

-Create Storyboard for movie production (Writing will write persuasive paper/letter to a movie producer…book should be made into a movie)

-Deliver a monolog as the protagonist

-Online journaling and sharing with group members

-Probing questions and intellectual responses

-Blog

-Build background information for blog

8) Instructional Resources Materials

-ReadWriteThink tools for plot diagram

-ReadWriteThink online tool for persuasion map

- <http://www.readwritethink.org/classroom-resources/lesson-plans/boys-read-considering-courage-997.html?tab=3#tabs>

- <http://www.readwritethink.org/classroom-resources/lesson-plans/girls-read-online-literature-970.html?tab=1#tabs>

- <http://www.guysread.com/>

- <http://www.teenink.com/>

9) Instructional Strategies

-Differentiation for Special Education, ELL, Higher Level students

10) Unit Planning Organizer

-Instructional Pacing

-Sequence

-Progression of Learning

11) Informal Progress-Monitoring Check (Formative Assessment)

12) Weekly Plan and Daily Lessons

\*DeBlase, G. (2003). Acknowledging agency while accommodating romance: Girls negotiating meaning in literacy transactions. *[Journal of Adolescent & Adult Literacy](http://www.reading.org/General/Publications/Journals/JAAL.aspx" \t "_blank)*, 46(8), 624–635.